Oral History Interview with Festers Taylor

Parchman Oral History Project

Interviewed by Minahil Khan on June 19, 2019

At the Home of Melba and Festers Taylor, Charleston, MS

0:00 SILENCE

0:17 KHAN: Hi, I'm Minahil Khan. I'm here with the Parchman Oral History project in Charleston, Mississippi at the home of Festers and Melba Taylor with Festers Taylor. Festers, would you mind introducing yourself, saying your name and where and when you were born?

1:00 TAYLOR: Festers Taylor. I was born September 12 1936. Charleston, Mississippi. Grenada County, Mississippi.

1:11 KHAN: Grenada County, Mississippi is where you were born?

1:13 TAYLOR: Yes.

1:16 KHAN: And, Festers, can you tell me a bit about your upbringing?

1:20 TAYLOR: Say again?

1:21 KHAN: Can you tell me about your upbringing?

1:23 TAYLOR: Well, really, I think I had a pretty, kind of pretty rough upbringing to some extent. We lived on a farm. I have four sisters. I was on the only the boy. So, my mother, father separated at an early age and for one year, it was up to me to plant the crops, do most of the work, and play a large part in gathering the crops. So I hadn't... I didn't know it then, but I had a pretty tough row to hoe, as the saying goes.

1:58 KHAN And, can you tell me more about your family and the work you did growing up, what that was like?

2:08 TAYLOR: Well, it was mostly farmwork and occasionally I would do other little side jobs. So, I just took it as a matter of fact, and I didn't think too much about it. I just thought that was just the way things were at that time, so I just went ahead and made the best of it.

2:28 KHAN: And, can you tell me if Jim Crow impacted you growing up?

2:34 TAYLOR: Yes, it did. I remember when I was six years old, we had to walk two and a half miles to school, to and from, and the white children had a bus to ride. So a lot of times they would pass us and holler slurs at us and sometimes throw objects at us and call us names and just look at us, and well... At that time, we were segregated. Our school, the Wright School went to the eighth grade and their school went to the ninth grade. When we reached... when we finished the eighth grade, we had to go to high school, junior high. That's ninth grade. We had to catch the bus and ride to the next county, about a two hour ride, to a small school called Spring Hills. The whites had their school right in Duck Hills. They had a bus route to and from. Of course, now, we were going to our high school in a place called Spring Hills. Well, they had a bus. I just did high school one year before I moved away. My sisters, they did ride the bus about twenty or thirty miles. The school was located near... I think... It's been forty, nearly fifty... well, I say sixty or seventy years ago since that time, so my memory might not hold up that much.

4:18 KHAN: You mentioned moving away. Can you tell me what that was like for you?

4:24 TAYLOR: Moving away? Well, I was kind of glad because the chores that I do while on the farm... I had to cut firewood, store wood and just take in all the animals and all. That really relieved me of that burden. So, I was kind of kind of glad because it because I didn't have that kind of work to do. Plus, I wasn't getting paid for it. After we moved away, I did get little jobs and when I got paid for it, I thought that was wonderful. I'm getting paid for doing this? I did do it with that attitude. I really did do the best I could with it. I think my boss satisfied with the work I did at that time.

5:13 KHAN: Can you tell me more about where you moved, how old you were and the impact that that might have had on your family?

5:23 TAYLOR: Well, we moved to Jackson rounds about when I think I was 14 or 15. We moved from Duck Hills to Jackson, Mississippi. And, like I said, when we moved to Jackson, Mississippi, I had little jobs that I could do. And they knew my background... well my boss knew my background, and they kind of looked after me, really.

5:58 KHAN: When you were growing up, in 1955, there was the murder of Emmett Till. Can you tell me if that impacted you or your family or your community in any way?

6:13 TAYLOR: Well it did. We talked about it a lot. It came on TV and the people who were suspected of murdering him at that time had spoken on TV and they gave their account of what happened. But really at that age I didn't really fully understand all the ramifications of it. I did overhear all of the older people talking about it, so that did have an effect on us. Plus, we were living in that society and at that time, everybody knew their place in that society which we were in. Say, for example, all schools were segregated, so when we were going to school, at a certain

age, we didn't think about integrating with the white school, we just went to the school that was provided to us. Plus, to me now, we moved from Duck Hills. That was a small school. I believe we had three teachers and when I moved to Jackson, it was a large school. We had maybe twenty or thirty teachers. So, to me that was a big move. I was on top of the world.

7:28 KHAN: And earlier we talked about your experience growing up on the outskirts of a military base. Could you tell me more about that experience and, just, what that was like for you?

7:44 TAYLOR: Yes. When I was six years old, we moved out of the camp area and we walked two and a half miles to Duck Hills School and two and a half miles back. So, a lot of us would get up... well, actually, we'd get up kind of early. I believe school started at eight o'clock, so a lot of the time we'd see soldiers just getting up out of their tents and getting ready to do whatever, go through their exercises, and do whatever they did. So, that had a tremendous effect on us. Plus, we could hear the tear of the machine guns firing and the artillery going off. Whenever they did something, they'd count to seven before the explosion. We could hear the guns firing and then we'd listen for the explosion in the distance. Then, boom boom, the landmine had exploded. So, we knew that war was going on somewhere and we knew people were being killed. The soldiers, we thought, were there to protect us. But, the main thing that we liked about it at that age was sometimes a soldier would pass by us walking to and from school and they would throw us candy, and we would proudly gather it up. That was the main thing. Now, to us, you know, living on the farm, we very seldom... that was a treat to us. We very seldom had candy. We couldn't afford to buy it.

9:19 KHAN: And, can you tell me about what these soldiers looked like and if you ever ended up interacting with any of them? More about, you know, those experiences.

9:30 TAYLOR: No, they were mostly there. They would go and, I guess, do their exercise or practice or whatever they were doing. So, whenever I interacted with them... sometimes they would pass and might holler at us. That was about the extent of it.

9:49 KHAN: So, now let's talk a little bit more about your time in Jackson. Can you tell me about your community there and more about your schooling there?

10:02 TAYLOR: To me, that was a wonderful time. I adjusted well to the high school in Jackson Hills that I was going to. The teacher said I was quiet and humble, and I guess I was. I wasn't rough like some of the rest of them was. So, they seemed to take an interest in me at that time. Plus, I was larger. I got a late start in school. Say, for example... well, back in elementary school, I started off in pre-primer. We didn't have any formal early childhood education. You spent a year in pre-primer, a year in primer, and then you went to the first grade and second grade. So, I may have started earlier. Our first year of school, I got sick I stayed out a bit, so I had to repeat

the pre-primer. Then I went to the primer the next year. Then, at that time I was eight years old, and the next year I went to the first grade at maybe nine years old. So, that kind of threw me behind. I guess I was a fast learner. More or less, my teacher taught pre primer, first and, I believe, second grade. So I could hear the teacher and the rest of them. So, I could just listen and know what they were talking about. Say, for example, sometimes we had plays or exercises. I could remember all the parts to the little book that we were reading out of. I couldn't read but I memorized the whole book. So well, I guess they thought I was reading. So after three years, I finally went to the first grade. I was nine years old. (CUT)

Some kind of insurance he asked me about. He took my advice on that. So all and all I really did enjoy it. I got to the place where you know, I was going on to leave. Sometimes, before I got home I could write all three... But, I didn't abuse that. What I did instead was go to the base, go to a library, or just do things that were benficial. Sometimes, the other recruits were taking classes and I could help them. Especially with their math and statistics and things of that nature.

12:32 KHAN: And what were racial relations like, during your time serving?

12:40 TAYLOR: Well, to me they were... I'll say they were kind of mixed. But most of all I think they were good. I had very good relationships with everybody. We had different nationalities there. So we just got along. We got a long as sisters... [laughs] not sisters. Brothers in shield and we all kind of looked out for each other.

13:11 KHAN: So tell me about your first job.

13:21 TAYLOR: My first job was at Alan Carver when I came out of the army. Before I went there, my first job should have been at Newton, in Newton, Mississippi. That was just south of Jackson. But, for some reason, I said I didn't want to go back there. I decided to come... I wanted a small town. I spent a lot of time in upstate New York and small towns of up there, so I kind of liked the atmosphere there. Plus, I had relatives here, and so I accepted a job in Charleston.

14:06 KHAN: And, what was the atmosphere like at Alan Carver when you first joined? Also, if you could state what year it was, too.

14:15 TAYLOR: It was in, I believe, 1963, and I was just really excited to be there. I think that first of all, they were excited to have... they were excited about all the teachers. I didn't have any special privileges or anything of that nature. I was able to get along with everybody and I believe they all kind of respected me at that particular time.

14:50 KHAN: So, tell me about your first classroom, first class you ever taught.

14:54 TAYLOR: Well, first class, I believe I had a chemistry class, a science class and a general math class. I got along well with the students. Now, at that time, students, I would say, were not like the students are now. You could discipline the students in your classroom or you could carry them to the office. But I didn't have many problems in disciplining, or disciplinary problems. If anything came up, I would just kind of jerk him over to the side and say "Sit down, boy", and he would sit down and he was quiet. They were behaved. They were behaved. They weren't bad. I didn't have any trouble with the students. We got along well. I think so. The students all seemed to respect us. All teachers, as far as I know were respected at that time.

16:03 KHAN: When did you first start going to the white high school, East Tallahatchie?

16:10 TAYLOR: That was in '71. No, was it '71 now? Can you remember?

16:24 KHAN: Can you tell me more about that experience?

16:26 TAYLOR: Yes. To me, that was a good experience. The superintendent asked me if I would be interested in teaching. They said they needed a chemistry teacher at the white school. He asked me if I would be interested in going and I said yes. So, I had a morning class there. There the students were pretty much like they were at Alan Carver. Some of them were eager to learn. Some of them were not. But, I think I was highly respected. I got along well with the students. I noticed some of the students, I looked after one or two in particular. Say for example, the young lady over at CVS in Grenada, her name is Miss Parks? She was one of my earliest students so she's... we're neighbors in the building. I had students who grew up to be doctors and nurses. Well, they were highly thought of in this community. A lot of the time, I meet some of them now and they come up and shake my hand. But right now, while my memory is not where it should be, I shake hands with students and I really don't know who they are. I've forgotten their names. Sometimes their faces and voices will come back to me, but to tell you the truth...

17:50 KHAN: It's okay, I still forget people's names. So, I was wondering... if... were you the only black teacher at East Tallahatchie High at that time? Did you face any pushback because of that, whether from students or other teachers?

18:09 TAYLOR: No, I was the only black teacher there. With all the teachers... I had a chemistry class in the morning. I didn't face any pushback. The teachers couldn't have been nicer, the students couldn't have been better. So, I just... I really enjoyed it. I enjoyed it there as much as I enjoyed teaching at Alan Carver. I taught there for seven years.

18:32 KHAN: So now, let's talk a bit more about your time at Alan Carver and the process of integration there. Can you tell me about some of the sit ins and protests that were happening at that time once the integration started?

18:50 TAYLOR: Well, before integration, it seemed that, well, the whites were white and the blacks were black. Everybody knew their places, you see. Now, we had a system where, you know, most of the land in the delta was owned by whites, and the blacks, the sharecroppers, tended to farm on the land. So what they did... they always said they "stayed on the man's place", you know, "work for the man". That's just where we were at that time. Now, the man had his own rules and everything and they knew what they were. So, there were basic rules as far as... now that's just generally speaking, but I also saw there was a lot of discontentment growing. Now, when people got brave was when the civil rights workers started coming in and making speeches. They made some of us people see how much inequalities were playing a part and influencing people, lives here in the South. So that's where, I'll say, the struggle began. Now, up until then, well, I would say things were moving along. It all depended on who you were and what you were able to do. That determined how bad your whole situation was in the community. Now, when we first came here... the drive-in movie? It was segregated. Blacks parked in one area, whites parked in another. Well to me, that was what we were supposed to do because that was, up until... that was just the way things were and we accepted that to a large extent. In other words, if you parked in the wrong place and they knew it, someone would tell you, "You can't park over here." When we first came to Charleston, I went to the movies to see Cindy and Porgy. I went to go see that movie at the drive-in and they showed me... they knew I was a teacher and I didn't know where to park, so they showed me where to park. You park over here. Whites park over there. So I just parked over here and whites parked over there. So, I'll put it this way. As long as you stayed in your place, your relationship with most of the whites, no matter how segregated they were, you got a long way with them.

25:39 KHAN: I was wondering if you wouldn't mind just repeating the end of your story you were saying? I just- I wrote down you were saying something along the lines of, "if you stayed in your place," like "relationships between black and white people were fine." So if you could just repeat the end of that since it got...

25:55 TAYLOR: Yes. Now, it seems that everybody has their place. The blacks had their place in the community, the whites had their place in the community. The whites were in charge because they own the property, and they own most of the wealth- most of the wealth. But I have-- the thing I think that it affected the education of most blacks, we used to have what was called split session at school, during a certain time of the year, school would be dismissed, they would be out so the children can do farm work, like gathering crops or working crops. And then when October, November came, they were able to return and go back to school. Now, some of my students had to stay out of school when school started because they had not finished gathering crops. They would come to me and say, "Mr. Taylor, could you give me an assignment in advance for the next week or the next two weeks so I won't be behind when I come back?" So, I would do that, and-- They worked, so... But a lot of them would not, so when they started school

again, they would be behind. So, now, I think that interruption of students, that split session, that was a bitter pill to swallow at that time. But that's the way things were back then.

27:21 KHAN: And what about resource differences between the white and the black schools? Can you tell me more about that?

27:27 TAYLOR: Yes, it was a tremendous resource difference there, you know, if you go and look at the equipment at the high school-- at the white high school, compared with the black's, well, they gotta pick out the best of everything. So that's the way it seems to me. Now, I wasn't too familiar with how they allocated before, but I know the black schools will not funded as well as the white schools were, because you can look at the difference in equipment.

28:02 KHAN: So, once people started-- once the... you call it trouble-- started, once people started to realize that-- or just push the bounds of what was expected of them at that time-- to just accept their place-- how did that... what changes did you see happening in the community, and can you describe some of the the protests and the disruptions to me?

28:35 TAYLOR: Well, that's when a lot of animosity started between the races. At some instances, the blacks had to move off the white man's place and find somewhere else to go, they couldn't stay there if they just be participating in marches and other civil rights activities. So that's just the way things were. Now... Yes-- I don't want to get ahead of you, and I'm thinking about when our students somehow-- students were arrested and sent to Parchman. Now doing that time, some had participated in marches and things that the whites considered to be illegal, so they were arrested and sent to Parchman, now they would have stayed there-- stayed down there for about 20 days. In the meantime, we got four or five of us and went to the school board to see what-- [unintelligible] our management will hate to see our black students miss out this whole year on, kind of, civil rights activities that were that they were participating in. So we got five or six people, most of them are deceased now except, I believe, 2... Miss Gra-- Mister Gra--, that group included from-- if I'm correct, Applewhite Miss Lucy Boyd [sounds like: Miss Alphor,] Mr. Grant, and myself. The purpose of the meeting with the school board was to see if there's anything that we could do to bring those students up who missed those days out of school so they wouldn't-- would not miss the whole year. Because we knew, if they were out a whole year, some of them would come back to school, and some of them would not, they would just drop out of school completely. And we knew how that would affect, powerfully, our students, snakes around real students. Well, some of the moved away, and some of them really-- wouldn't keep up with it. I don't know-- really know what happened to those who didn't come back. Anyway, we were not successful in getting extra classes to bring those students up.

31:07 KHAN: Can you tell me more about the protest that led to the students being bused to Parchman? Were you there? Did you see it?

31:17 TAYLOR: Well, I think the process started downtown in the marches. They had marches down the streets of Charleston. And everybody-- everybody knew-- knew everybody the same-- when I was-- after I was here for a few years, I knew all the whites, and they all knew us, and it wasn't a question about whose children were parti-- participating in the marches. So, thats-- that's is what happened... they knew everybody.

31:57 KHAN: Did you take part in these protests?

32:01 TAYLOR: No, I did not take part in the marches. But I was there... I stood on the sidewalks and some of the children marched up and down the streets shouting slogans.

32:12 KHAN: Did you know these children, were some of them your students?

32:15 TAYLOR: Some of them were my students. Yes.

32:17 KHAN: Or some of your own students bussed to Parchman?

32:19 TAYLOR: Yes.

32:21 KHAN: Tell me more about the students who you knew who were bussed to Parchman.

32:27 TAYLOR: Well, the Jacksons-- it's been so long that I've almost forgotten. Can you get Melba... Melba? I know Sammy Jackson, his sisters, and... I-- I've just forgotten.

32:50 KHAN: Yeah, that's-- names aren't even-- I just wonder if you remember seeing them, or... did any of them tell you about what they were feeling, or why they were marching?

33:04 TAYLOR: Well, They-- really, I think they were made aware of the injustices that were going on, you know, with how unequal things were. So they were really-- really doing it for equality.

33:19 KHAN: And you mentioned Miss Lucy Boyd. I was wondering if you could tell me more about her and her work in these protests and in trying to, you know, get these students back in school.

33:35 TAYLOR: Well, she was one of the ones who met with-- with our school board. And she made a speech, and-- we all made speeches, and-- but I have- I think the school board, the superintendent made up his mind before the meeting, and they'd already talked right, and they had decided what they were going to do even before the meeting, before we met.

34:03 KHAN: Can you tell me more about the superintendent? And-- yeah, more about the superintendent and your-- his relationship with the teachers who-- and activists who came forward to talk with him?

34:17 TAYLOR: Well, I think I-- at first had-- well, I didn't. I didn't have a bad relationship, it wasn't-- I got to smoke with him and we had a speaking relationship, and.. I just realized that I didn't have very much contact with him. But he did tell me, during integration, He talked about how they gonna get more teachers and all that. And I asked, "what about the local teachers," and he said, "Well, we're not planning on firing any of the local teachers, we're just seeing if we can bring in better teachers and expand our curriculum." And I said, "well that's fine."

35:02 KHAN: And... so I know that some-- some of the kids who didn't come back after they had to miss that school year, you said you lost touch with. But, can you tell me about any of the students who went to Parchman and who did come back to school?

35:18 TAYLOR: Well, one of the main students right now that I think about it is Sammy Jackson. Now, he spent the full length-- the full 20 days there, at Parchman. And he came back and he finished high school, went to college and I think he was principal of one of the schools-- principal at one of the schools over in Grenada. And right now, he's one of the leading members of our church. And we-- we don't talk about it very much. But, every now and then we do mention what happened that's all-- that's all-- I wasn't about to lead with it. It's something that we just didn't-- didn't talk about it much, and he didn't know that we had been to the school board during that time and trying to get them reinstated back-- back in school, to keep them from-- from missing a whole year. And that was news to him.

36:20 KHAN: Did Samuel ever tell you about his experience while at Parchman?

36:23 TAYLOR: No we didn't talk about that. He never did.

36:27 KHAN: So... what what do you-- what was the effect of all these students being taken away on the students who were still in school?

36:44 TAYLOR: Well, they would-- they just didn't know what would happen, they were reluctant about-- But just-- for participating and same civil rights-- civil rights activities, as far as I could tell, it was-- and that was-- at that they're a lot of things just weren't spoken and you just kind of understood what was going on. So... so a lot of things you just didn't-- just didn't talk about. We talked.. she [Melba] talked about what they said but we didn't mention-- we didn't talk about it with the students.

37:21 KHAN: So what did you discuss with the teachers?

37:24 TAYLOR: Well, the fact that the protests were heavy, and the uncertainty that existed. So, some of the teachers were kind of-- kind of afraid, because they were scared about what could happen, or what was going to happen. Because they came up-- came up outta Jim Crow law. We are all blacks in this area. [unintelligible] So they say they see Jim Crow laws, [coughs] excuse me, happening over the whole nation as far as I can tell, in certain areas. There's no offense [unintelligible], to a certain extent. At least, the reason I say that-- I could-- I could kind of tell. I could kind of tell. I could tell I was a young man, I could, in an instant almost, what part of the country he was from.

38:16 KHAN: So, what do you say there was-- in the aftermath of, you know, the state, taking this kind of action, you talk about this, like, unspoken knowledge, and you mentioned the fear that students had in participating in incidents. So, can you tell me more about that fear and if-- if it wasn't spoken, in what ways and what actions you saw it, you know, manifest around you?

38:48 TAYLOR: I think what happened to some of the students started at home. And some of the parents knew that if their children were seen in marches and protests that they would have-- they would have to-- to move, find another place to live. So I can say the whole environment the parents and all that had a big effect on them-- the way the children acted-- acted.

39:14 KHAN: Did-- Did you know children who were kept from going to school because of that environment?

39:21 TAYLOR: No, not-- I can't say that I did.

39:26 KHAN: Okay. And um...

39:30 TAYLOR: But you could just tell, though, from the way they acted once they got there.

39:37 KHAN: So I'm wondering more about your role in this community. You mentioned earlier that, you know, everyone kind of knew who everyone was, like, the white people knew who you were and your role in the community too, so when we talked to Mr. Cosser earlier, he told us about how you were honored by C.A.R.E. as Man of the Year in Charleston, and that you were the first black man to be honored by C.A.R.E.. Can you tell me more about what that meant for you and what that looked like?

40:16 TAYLOR: Well, I never thought too much about myself. Like, in church, when I pray, I never pray for myself, I pray for the entire community. That was the same way in the

community. Regardless of what I did, I didn't think-- I didn't think of it as a personal gain. [unintelligible] I was trying to do something to kind of benefit everybody.

40:47 KHAN: So just, you know, you have this-- I'm thinking about, in the vein of-- the vein of our project is just about how the-- using Parchman as this place to put students and kind of silence them once-- once people start to, you know, protest against injustice. And I'm thinking about how you have this connection to Jackson State, because you went there, to MSVU, to NVSU through Melba, your wife, and to Allen Carver through your chosen home and community. I was wondering, you know, these are all places where there's been violence in some way, or Parchman has loomed by putting students there, once they protest. I know maybe I'm asking a lot here to like... put all of these different parts of your life together. But I was wondering if you could just reflect for me upon-- reflect on the use of this prison to silence students, if that's how you see it, or what impact it's had on, you know, student activism, as you've seen it throughout your life.

42:15 TAYLOR: the incarcerated students that-- well, some to took that and you use that as a positive to go further, if you can-- if it did not have the negative effect, that some thought it might have been before they actually was taken, I just-- I believe it kinda influenced students to act-- some students to act the same way, because they knew how they were treated, they knew how they were-- that there had been issues in the past, and [unintelligible], "Well, never again, never again," you know. And... some [unintelligible] like that. So I think that in a way that encouraged more protests and more mobile action... after they came back, so.. that's for some not-- not-- not all, but, for a large number of them. In other words... example: When I first came to Charleston, all the teachers a form they had to fill out, and list all the activities-- all the things they belong to, all they had contributed to in the past, And so forth. They looked at, and if you had made a contribution to the wrong organization, or were a member of the wrong organization, then you were not hired. So, what happened? A lot of-- a lot of beginning teachers, especially, to not say an organization that they did not list that they had contributed to or were members of in the past. They just let them go, they left that off the form. That doesn't say that they just didn't-- they stopped making contributions, staff attend those organization, but they just didn't put them down because we couldn't count on what was going to happen.

44:07 KHAN: Can you tell me the names of some of these organizations?

44:12 TAYLOR: Well, especially NAACP, there was no-- that was the main one. If you said that you were a member of NAACP, you are-- were automatically let out, or you-- [laughs] you were not hired.

44:28 KHAN: And how did you and Melba kind of navigate that control over your involvement? Were you still involved in organizations like that? Or did you try to lay low?

44:42 TAYLOR: Well, I stayed on for a couple of years, and I guess I-- did contribute to the NAACP, and I did attend meetings, but as far as membership, I don't think I took out membership, what's that? [pauses] But, I knew some of the things that they were engaged in.

45:16 KHAN: So I think just.. wrapping up now, I was wondering if you have any thoughts about any final things that you think we really-- we missed, or you feel like needs to be said or..? Yeah.

45:39 TAYLOR: Well, I think you've done a very good job. And right now, I can't think of anything that would be that much more helpful. Come back tonight or tomorrow, I can't think of something I've missed [laughs].

45:55 KHAN: I guess one last question would be... your thoughts, you know, thinking about Charleston today and Charleston then, Like, what-- how do you think the community has moved forward, and what do you hope for your community in the future, even?

46:18 TAYLOR: Well, right now, for the most part, the schools have been partially integrated. But there are a lot of schools, you know, you have these academies-- private schools, where segregated schools still exists. So, if you look-- in looking around these private schools, they are began to accept just a few black students and that's a positive thing. Cuz there once was a time when you were downtown and you couldn't-- you couldn't visit the same places that-- you could go into a safe-- a [unintelligible name] before it's service at the lunch counter, and they would sell you things but you couldn't-- you couldn't sit down and eat them. So you had to go to the side-- to the side door, and they would say things out of the back door and you were thinking, [unintelligible]. So those type things are gone now. If you have-- I'll say, the bag and the resource, you can go almost anywhere you want to. Financially, I don't know how welcome you would be but you can you can do it-- Nobody would-- I don't believe anybody would ask you to leave. A few businesses here in Charleston, well blacks just don't... they just don't patronize as far as social-- social club or things of that nature. But, that's the hangup from the pace, but, if somebody comes from out of town that I don't know, If they go in and order lunch or something, right, They can sit out and eat in, and be treated well. But, I think things are get-- they're getting better, so... Then, I think one thing that's happening a lot is... marriages, not a lot, but some mixed marriage are taking place in the South. That's true in Charleston. So now, I was talking with one young man, he was saying "Well, Mr. Taylor, I tell you what, I think things gonna get better when we have... miscegenation, when we enter into... into multiracial marriage and things because they don't know who's who, you know, what the race is going to be. So, mix the two, you can't tell one from another so we are all going to have equal opportunities. Well that's just one-- one idea that will happen in your lifetime or mine. Because things of that nature-- the human nature and something's are very slow to happen so we just have to wait and see. People

go-- people going to have to be educated and I tend to see people as people, I don't see them as-- well... I know-- I know about black and white, I know the disadvantages that the blacks have here, because I came from some of those same disadvantages, but I can see the progress that has been made and progress that is being made. But as it is now, it seems- seems that-- that maybe in the near future, you might have a few setbacks and I don't know-- I hope for the best.

49:38 KHAN: Thank you. I think that's a-- that's a great place to wrap up, that was beautiful.